

## Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbreear/dst.html#anchor983821>

*Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).*

1. Your name: Sarah Frick Block #: \_\_\_\_\_
2. For what project did you make your digital story? MEL
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? We were showing what we had learned about incorporating the MEL theory into the classroom. This involved changing the classroom environment, looking at what motivated the student, making meaningful connections between the content and student interest, and giving the students hands on experiences.
4. What type of story are you telling? narrative
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?  
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6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?  
The information could have been presented in a Glogster. In a Glogster the information could be a review of how MEL would look in the classroom without any character or "real life" classroom application.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) The advantages are that the message is almost hidden within the story, yet still critical and relevant. It is also much more interesting to give the information in a story rather than to give the information as straight up knowledge. A con to presenting in a digital story is the content getting lost in the story. I think there is a fine line between telling a story with a lesson and just telling a story.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<p><i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. <b>(Copy and paste the element and its description/explanation from the source Web site.)</b></p>	<p><i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i></p>	<p><i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i></p>
<p>Setting - Where the story takes place; usually every scene has a change of setting.</p>	<p>Ms. Apple’s classroom, the previous classroom, outdoors</p>	<p>The setting of the classroom is critical to showing how MEL learning can be incorporated. Also the scene outside helps explain how real world applications can be involved.</p>
<p>Character - Description of the character and a little of their background.</p>	<p>Ms. Apple- Is the teacher who “saves the day” by implementing MEL ideals into her classroom. Joanna- Joanna is a student who is unengaged in the learning until Ms. Apple incorporate MEL into the lessons.</p>	<p>By having a teacher and a student, readers can see the relationship between the two. It also helps to see the specific changes Ms. Apple makes based on exactly what her student needs. That individuality is essential to an MEL modeled classroom.</p>
<p>Plot - The series of events that unfold in the story.</p>	<p>At the beginning of the story Ms. Apple enters a classroom where her student is thoroughly unengaged. As the story progresses Ms. Apple handles each problem with a new solution</p>	<p>The plot is essential to the story because it clearly identifies the multitude of problems as an individual progression. The major problem of having an uninterested class is slowly solved throughout the story.</p>
<p>Conflict - The struggle between two opposing forces.</p>	<p>The two forces are Ms. Apple’s MEL based teaching style against the teaching style formally in placed within the class.</p>	<p>This is critical to the story because without the poor teaching style, Ms. Apple would have nothing to fix. Both sides are necessary in showing a problem and solution.</p>

Climax - The strongest part of the story, where the conflict builds up to the emotional peak.	Climax is seen at the end of the story when the changes made to the classroom are reexamined.	By having this recap at the end of the story readers are reminded of all the problems as a collective.
Resolution - Where the conflict is resolved.	Right after the climax when all the solutions are reexamined.	By having this right after the conflict it is easy to see the conflict of good versus bad teaching and the resolution that MEL ideals brought to the classroom.